New Physical Education Programme of Study Review
24th October 2012
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General Comment...
Despite understanding the current landscape this new curriculum sits within, I do have some serious concerns regarding the first statement within the Purpose of Study:

*A high quality physical education curriculum inspires all pupils to succeed and excel in sport and competition.*

My concerns centre upon the Physical Education profession as a whole and, as I read on through page 1, I see nothing there that will stop a headteacher employing external ‘sports coaches’ to deliver *sport* and the true value of PE be lost. There has been a significant amount of work over the last 20 years (government initiatives aside) to define the role of PE and how sport is the tool in which we deliver a holistic curriculum that prepares learners for life AND sport. I fear that if leaders of PE take the above statement as read they may return to the days brilliantly portrayed by Brian Glover in the film ‘Kes’ or more recently Billy Bob Thornton in the film Mr Woodcock.

There are a remarkable number of Brian Glovers still out there but their numbers have been decreasing over the last 20 years. I and many of my colleagues across the world (look at #realsepe or #pegeeks on twitter) believe that high Quality PE should develop the whole child and prepare them for life through the lessons learned by taking part in sports and appropriate competition. A high quality PE curriculum should not merely allow LEARNERS to be physically competent and healthy/fit but be socially, personally, creatively, cognitively competent as well. The purpose of PE is to provide opportunities to develop all of these abilities and if developed by quality PHYSICAL EDUCATIONALISTS then the obvious outcome will be a group of learners who are more resilient to learning across the board, can work collaboratively and extend and challenge themselves, can come up with solutions to problems in pressure situations. There will be no doubting that if SPORT is the tool to do this our learners will become more confident and competent to take part in sport/physical activities for life. I believe (and did try to make this point in July 2011 on my initial visit to the department) that this holistic approach should be the *purpose* and the *outcome* be linked to a LEARNING agenda and participation in competitive sport lest we negate the PE profession and simply deploy sports coaches to coach skills and sports to our kids.

It may be useful to look at the following blogs that provides brilliant evidence of the above.

www.springfieldspe.wordpress.com
http://excellencethroughpe.blogspot.co.uk
http://excellencethroughpe.blogspot.co.uk/2012/06/guest-post-phil-wylie.html
http://pedagogyinpe.wordpress.com/2012/10/24/twitter-power-cpd/?blogsub=confirming#subscribe-blog
Specific feedback

Are there any significant gaps or omissions in this draft? Is there any material included that you consider to be unnecessary or inappropriate?

Across all Key stages – LEADERSHIP? A core value of what we do in PE, essential for lifelong participation?

Perhaps an aspiration for EVERY PE DEPARTMENT through these Programmes of Study is to have every child leave KS4 with the skills, confidence and motivation to make healthy lifestyle choices through PE.

Key Stage 1

- the list of basic movements could be/should activities that develop Agility, Balance and Coordination headings? In this case we are allowing learners to master fundamental skills that can be used across all sports.

- the concept of ‘competition’ at KS1 is interesting. Perhaps.... ‘Learn to compete in simple games being allowed to develop and discuss tactics’.

Key Stage 2

- I like that the swimming element is in but there needs to be more emphasis on confidence in the water, playing safely etc.

- the suggestion of sports should be removed... balance is equally important in rugby in learning to swerve away from a tackle.

- as I have mentioned above, to be successful in games requires more than physical skills and fitness. Equally, the concept of learning to be successful as part of a team is just as important in games as in outdoor education activities.

Key Stage 3 & 4

- again the suggestion of sports could be removed, a high quality PE department/curriculum should have a variety of sports that will engage pupils in meaningful learning that meet the needs of their learners.

- although I believe outdoor education activities is essential the ‘work as a team, solve problems, develop trust can be learned through many sports and activities.

- repeat of compare performances to see which one is best throughout KS2,3,4 shows no progression in learning. Perhaps ‘compare’ in KS2, ‘analyse’ in KS3 and ‘evaluate’ in KS4.

Do you foresee any significant problems with implementing (teaching) this new PE curriculum in primary or secondary schools?

- this may be the end of Gym and Dance in Schools due to the focus upon competition?

- as mentioned above.... We may take PE back 20 years where kids learn what sports they are not good at rather than what ‘skills/abilities’ they are good at.

Do you foresee this new curriculum having any particular impacts on particular groups of pupils? Are there any implications for equalities?
- this new curriculum would suit schools and PE Department who teach a very traditional PE programme based on competitive school sport. Although slimmed down and less prescriptive there is a danger that the ‘Brian Glover head of PE’ will also slim down what he offers the young people therefore narrowing learning and producing less progression in our young people.

Matt Lloyd, October 2012